

(Mr. SCHUMER) was added as a cosponsor of S. 1007, a bill to assist in the conservation of great apes by supporting and providing financial resources for the conservation programs of countries within the range of great apes and projects of persons with demonstrated expertise in the conservation of great apes.

S. 1150

At the request of Mr. HATCH, the name of the Senator from Texas (Mrs. HUTCHISON) was added as a cosponsor of S. 1150, a bill to amend the Internal Revenue Code of 1986 to more accurately codify the depreciable life of semiconductor manufacturing equipment.

S. 1185

At the request of Mr. ABRAHAM, the name of the Senator from Rhode Island (Mr. CHAFEE) was added as a cosponsor of S. 1185, a bill to provide small business certain protections from litigation excesses and to limit the product liability of non-manufacturer product sellers.

## SENATE RESOLUTION 59

At the request of Mr. LAUTENBERG, the names of the Senator from Missouri (Mr. ASHCROFT), the Senator from Hawaii (Mr. INOUE), and the Senator from New York (Mr. MOYNIHAN) were added as cosponsors of Senate Resolution 59, a bill designating both July 2, 1999, and July 2, 2000, as "National Literacy Day."

## SENATE RESOLUTION 95

At the request of Mr. THURMOND, the name of the Senator from Arkansas (Mr. HUTCHINSON) was added as a cosponsor of Senate Resolution 95, a resolution designating August 16, 1999, as "National Airborne Day."

## SENATE RESOLUTION 96

At the request of Mr. LEAHY, the names of the Senator from Vermont (Mr. JEFFORDS), the Senator from Massachusetts (Mr. KERRY), and the Senator from California (Mrs. FEINSTEIN) were added as cosponsors of Senate Resolution 96, a resolution expressing the sense of the Senate regarding a peaceful process of self-determination in East Timor, and for other purposes.

# SENATE CONCURRENT RESOLUTION 37—EXPRESSING THE SENSE OF CONGRESS THAT STATE AND LOCAL GOVERNMENTS AND LOCAL EDUCATIONAL AGENCIES ARE ENCOURAGED TO DEDICATE A DAY OF LEARNING TO THE STUDY AND UNDERSTANDING OF THE DECLARATION OF INDEPENDENCE, THE UNITED STATES CONSTITUTION, AND THE FEDERALIST PAPERS

Mr. SESSIONS submitted the following concurrent resolution; which was referred to the Committee on Health, Education, Labor, and Pensions:

Whereas the adoption of the Declaration of Independence in 1776, the signing of the United States Constitution in 1787, and the ratification of the Bill of Rights in 1789 were principal events in the history of the United States;

Whereas these documents stand as the foundation of our form of democracy, providing at the same time the touchstone of our national identity and the vehicle for orderly growth and change;

Whereas the Federalist Papers embody an eloquent and forceful argument made in support of the adoption of our republican form of government;

Whereas the success of the American experiment requires that our Nation's children—the future of its heritage and participants in its governance—have a firm knowledge of its principles and history; and

Whereas the limited nature of government is the fundamental American concept of governance, because our system is based on the belief that power is granted by our Creator to the citizen who then voluntarily loans power to the state and because, as the Declaration of Independence states, "all men . . . are endowed by their Creator with certain unalienable Rights": Now, therefore, be it

*Resolved by the Senate (the House of Representatives concurring), That it is the sense of Congress that—*

(1) State and local governments and local educational agencies are encouraged to dedicate at least one day of learning to the study and understanding of the significance of the Declaration of Independence, the United States Constitution, and the Federalist Papers; and

(2) State and local governments and local educational agencies are encouraged to include a requirement that, before receiving a certificate or diploma of graduation from high school, students be tested on their competency in understanding the Declaration of Independence, the United States Constitution, and the Federalist Papers.

## AMENDMENTS SUBMITTED

## NEW MILLENNIUM CLASSROOMS ACT

## ABRAHAM AND WYDEN AMENDMENT NO. 539

(Ordered referred to the Committee on Finance.)

Mr. ABRAHAM (for himself and Mr. WYDEN) submitted an amendment intended to be proposed by him to the bill (S. 542) to amend the Internal Revenue code of 1986 to expand the deduction for computer donations to schools and to allow a tax credit for donated computers; as follows:

On page 3, lines 11 and 12, strike "(as defined in section 170(e)(6)(B))".

On page 3, between lines 13 and 14, insert: "(b) QUALIFIED ELEMENTARY OR SECONDARY EDUCATIONAL CONTRIBUTION.—For purposes of this section, the term 'qualified elementary or secondary educational contribution' has the meaning given such term by section 170(e)(6)(B), except that such term shall include the contribution of a computer (as defined in section 168(i)(2)(B)(ii)) only if computer software (as defined in section 197(e)(3)(B)) that serves as a computer operating system has been lawfully installed in such computer.

On page 3, line 14, strike "(b)" and insert "(c)".

On page 3, line 18, strike "(as so defined)".

On page 3, line 24, strike "(c)" and insert "(d)".

On page 4, line 1, strike "(d)" and insert "(e)".

On page 4, line 4, add end quotation marks after the period.

• Mr. ABRAHAM. Mr. President, today my good friend Senator WYDEN and

myself are filing an amendment in the RECORD to S. 542, the New Millennium Classrooms Act. The Abraham-Wyden amendment would mandate that in order for a company to receive the enhanced computer donation tax credit, the computer must be equipped with an operating system, ensuring donated computers will be fully operational as soon as they are received by schools.

All of us can agree that our schools are in desperate need of high tech computer equipment and Internet access. The New Millennium Classrooms Act address this need through enhanced tax incentives for companies donating computers to schools.

Mr. President, we can also agree that this valuable equipment is rendered useless if it is given to schools incomplete. To work properly, computers must be furnished with an operating system. Without this software, the equipment simply sits on a shelf until the school itself can find the means to procure and then install the necessary operating system. Mr. President, this equipment offers nothing toward a child's knowledge and education if it is capable of little more than filling storage space and gathering dust. The Abraham-Wyden amendment, recognizing this reality, requires an operating system to be installed on donated computers, guaranteeing complete, quality, ready-to-go equipment.

In addition, the Abraham-Wyden amendment would ensure that schools are not subjected to faulty or broken hardware. Without an operating system there is no way to tell if a donated computer is functioning properly. Sophisticated hardware can be easily damaged during transport or even when the donating company's private files and documents are removed. With an operating system installed, ascertaining the condition of the equipment is as simple as plugging it in and turning it on. Without the operating system, it could be weeks before the school is aware of any problems concerning the donation, burdening an already financially strapped school with added, and unnecessary, costs.

Mr. President, allow me to reiterate how important this technology is to our children's future. By the year 2000, less than one year from now, more than 60 percent of all jobs in this country will demand high tech skills. Computers and the Internet continue to drastically change the face of business and communications on a global level, developing at a pace far surpassing what anyone predicted even just a few years ago. With the passage of the New Millennium Classrooms Act, all our children will have a chance at succeeding in the new technological millennium.

I ask that the text of the letter of support from Microsoft for the New Millennium Classrooms Act be printed in the RECORD.